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Indigenous Nations Studies Newsletter

Indigenous Nations Studies

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Summer 2017

# Indigenous Nations Studies Newsletter, Summer 2017

Portland State University. Indigenous Nations Studies

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# INDIGENOUS NATIONS STUDIES

JUNE 2017 • ISSUE 1 • VOLUME 1



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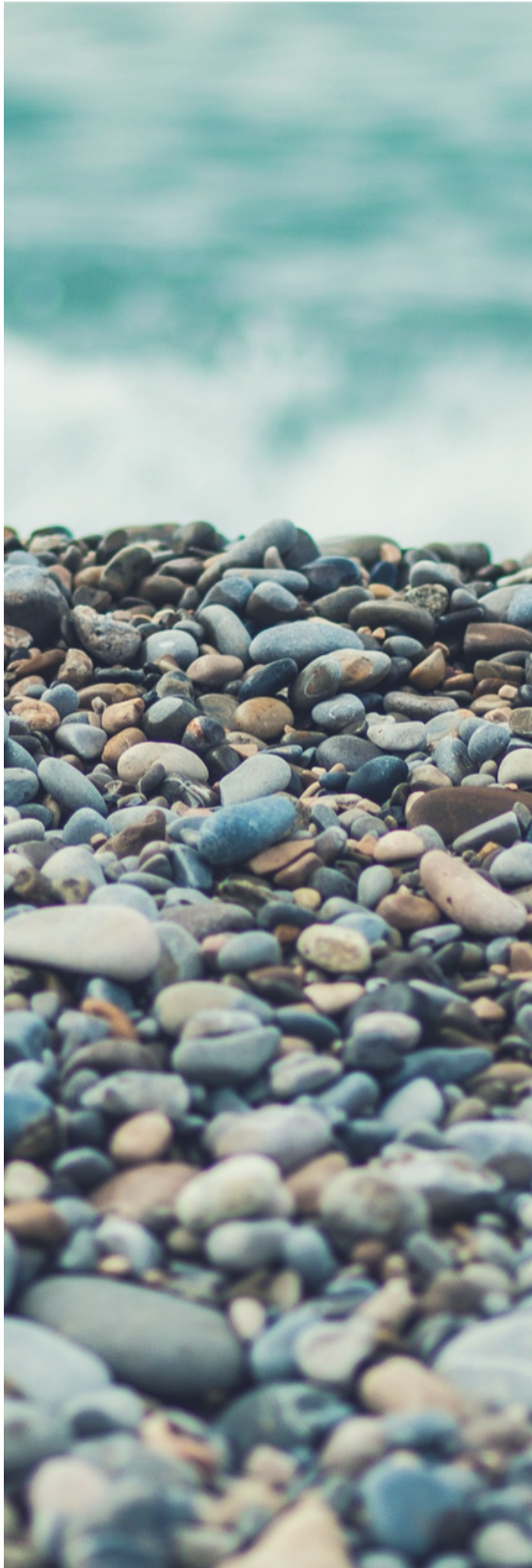
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# DIRECTORS NOTE

Dr. Cornel Pewewardy  
Director and Professor  
Indigenous Nations Studies

Greetings relatives! I would like to acknowledge the people whose land we are standing on today, the Multnomah and Clackamas Peoples. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices they were forced to make. In remembering the Multnomah and Clackamas communities we honor their memory, their lives, and their descendants. We also remember that we are guests of this land and must do our best to never forget its original inhabitants.

Given the historical realities and the ongoing social, economic, and political consequences of a colonial legacy, a culturally responsive program in Indigenous Nations Studies is dedicated and must focus on the protection and strengthening of Native/Indigenous sovereignty, self-determination, and human rights. Our faculty is dedicated to the educational, cultural and sovereign advancement of the communities we serve. I am proud to be among a faculty that sees our teaching, research, and service as a "sacred" responsibility to all our students, and particularly to the tribal nations in the state of Oregon.

As the Director, I advocate the Indigenous Nations Studies faculty playing an active role guiding the intellectual, ethical, and social development of our students so that they will acquire a comprehensive and practice-based understanding of U.S. Indian law and policy, self-determination sustainability, warrior leadership that understands the concepts of colonization/decolonization, and Nationhood. INST is made up of an unparalleled community of faculty, students, staff, alumni, and friends. We are nationally known for our academic rigor, extraordinary diversity, collaborative spirit, and for developing real-world decolonized solutions to some of today's most pressing challenges within tribal nations and society. Much of our purpose is about Nationhood. The only way we can survive is to recover our strength, our wisdom, our languages, and our solidarity by honoring and revitalizing the core of our traditional teachings at PSU.

Our new proposal for a Bachelor's Degree in INST outlines a method for creating community through community-based teaching and learning that engages both insider and outsider perspectives. Indigenous traditions of community are combined with knowledge and understanding from Western and Eastern systems of knowledge and scholarship. Many of us in INST have spent our entire working lives as Indigenous educators, learning and teaching in the field of education and Native American Studies. While these words are influenced by our training as educators, the essence of what we think and write aligns with the spirit of Indigenous thought as well as with Universal principles of what human community is really about. Therefore, this approach to learning, creating, and teaching for Indigenous community today reapplies the values, principles, and foundations that have guided Indigenous peoples since time immemorial. Ultimately, INST challenges conventional ways of looking at Indigenous peoples and their relationship to society.

With mixed feelings I, Cornel Pewewardy, have to say goodbye to INST. I am retiring this summer 2017 from PSU and moving back to Oklahoma where I already have a retirement plan. I With mixed feelings I, Cornel Pewewardy, have to say goodbye to INST. I am retiring this summer 2017 from PSU and moving back to Oklahoma where I already have a retirement plan. I will forever remember the best qualities of an award-winning faculty, strong staff, and outstanding students. The highlights of my career at PSU (2008-2017) reflect my passion for higher education, our wonderful students and communities, and the sovereign Nations. It's important for me mention that my family comes first. My family grounds me in the 'human element' of who I am as a human being. Together, we know the importance of holding on to our dreams. I'll be seeing you down the road.





# INST AND SGRN: THE CASE FOR COLLABORATION

DR. WINSTON GRADY-WILLIS

SCHOOL OF GENDER, RACE, AND NATIONS, DIRECTOR

The Indigenous Nations Studies Program (INST) continues to be recognized—not only regionally, but nationally and internationally—for its significant contributions in terms of research, teaching and community engagement. INST's teaching scholars have made an indelible mark as activists, as leaders of national organizations, and as individuals committed here at PSU to what Paulo Freire termed liberatory pedagogy. Furthermore, faculty members such as Prof. Judy Bluehorse Skelton have generated significant external funding dollars for the institution. Professors at other institutions have sought the wise counsel of INST faculty members for years as they build their own departments and programs. In an irony that has been lost on no one, Southern Oregon University is now poised to leapfrog PSU with respect to its institutional commitment to its new Native American Studies Program. Within the specific institutional context of the School of Gender, Race and Nations (SGRN), the contributions of Indigenous Nations Studies faculty and staff should also be recognized. Despite being seriously under-resourced, INST has played a catalytic role in both the creation of the school and in the establishment of our GRN Graduate Certificate. During a critical early phase in SGRN's development, INST faculty members such as Dr. Grace Dillon made a conscious decision to devote time and energy to be part and parcel of the visioning process for the school, including crafting the proposal for the graduate certificate. With the certificate program now in place, INST's commitment to the SGRN project has continued with the contribution of faculty labor in the classroom, with INST Director Cornel Pewewardy teaching GRN 515, *Constructions of Power and Knowledge*, in fall 2016.

A key example of collaboration between INST and SGRN took place this past November, Native American Heritage Month in the United States. The two entities organized and cosponsored a teach-in, *Kneeling on Sacred Ground: Racism in American Sports from Cleveland Indians to Colin Kaepernick*. The roundtable discussions and interactive dialogue that highlighted the event underscored the interplay among issues of sovereignty, race, and nation, as well as the legacy of genocide committed against First Nations peoples. Among other things, event participants sought to confront the contradiction between prominent Black professional athletes taking a principled stand against police violence on the one hand, while on the other hand wearing without protest team uniforms emblazoned with racist images and team names.

The 2017-2018 academic year will be a challenging one for Indigenous Nations Studies, as the program must move ahead without the leadership of Dr. Pewewardy, who recently made the difficult decision to retire. For several years, INST has advocated for a much-needed tenure-line position, an issue that has enjoyed the full support of SGRN and its individual units precisely because we all recognize that both INST and Chicano/Latino Studies (CHLA) are severely understaffed. For years INST faculty, staff and students have given their time, talent and energy to SGRN. Now, at this critical juncture in the history of Indigenous Nations Studies and in the very early history of SGRN, it is time for the school to reciprocate and honor the investment by INST by calling for a substantive institutional commitment to its growth from PSU's powers that be.

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**AS** in my Anishinaabemowin language, where even inaundae, every shade, tint, pigment, pigment, hue, tinge, colour, tone and complexion is often linked to plant-persons, animal-persons, and human persons, such as meen-aundae, the shade of a blueberry or nigik-waundae, gray-the colour of the otter, so the movement of Indigenous Futurisms takes on every light and glow of skin-thinking, the revitalization not only of our Indigenous languages but also written-stories embedded in Indigenous Sciences, now in many mediums including novels, short stories, film shorts, feature-length films, graphic novels including comics and the more underground, memoir commix, board games, role-playing table top games, video and digital-on-apps games, theatrical performances, song, dance, and music collected by videography, in albums, and in the Sound Cloud.

Photography series, transmedia art, art galleries, and performative readings are only a few of the arenas now that emphasize Indigenous Futurisms.

Among these auttisookae-quae (wuk) and mazin-ibeegae-quae (wuk), and izhi-beegae-quae(wuk),these storytellers, artists, painters, sculptors, and musicians, and writers, I have the great pleasure of bimaashi, of flying with.

Within this framework, I am fortunate to share this excitement and passion of our Indigenous nations rising together globally as current advertisements for tenure-track faculty are now abounding transnationally in the specified arena of Indigenous Futurisms scholarship. In that regard, I had the great pleasure of serving on Ambelina Kwaymullina's doctoral dissertation committee this past year. (she passed, of course, with high honours). As a writer from the Palyku people of the Pilbara region of Western Australia, her trilogy of The Tribe series beginning with The Interrogation of Ashala the Wolf is fast becoming immensely popular and carefully reflects her grounded and regional sense of Indigenous Futurisms.

# Bahwating: Gathering Place of Indigenous Futurisms

*Dedicated to Ningotôde, my one family  
in our Indigenous Nations Studies  
program as we mino bimaatisiwin,  
make a beautiful way.*

Dr. Grace Dillon; Anishinaabe

---





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“

**...PLEASE, DO NOT FORGET TO BRING IN  
YOUR OWN INAENDUMOOWIN, YOUR OWN  
IMAGINATION WILLED INTO BEING, BY  
WRITING YOUR OWN STORY...**

”

Discussions and sharings are intensifying around the world. Just within the past year or so, I've been invited to Cambridge University, the University of British Columbia, at Kelowna, Erlangen University, Germany, "Returning the Gift" at U of New Mexico and the first International Indigenous Comic Con also at Albuquerque, New Mexico, OSU, two visits at U of O, USC/UCLA "Transforming Hollywood," Princeton U, Stonybrook, and coming up: University of Newcastle, Australia, and "Other Futures" in Amsterdam. I've been just recently invited to be a part of the Indigenous Futurisms Project Website with the National Film Board of Canada and have been invited by Cara Mumford who was our 6th year winner of the Indigenous Futurisms contest our family puts on for the last eight years.

What a beautiful turn-around, hey?

Radio interviews such as the Back Story Radio on the wiindigo from an Indigenous perspective is helpful for all, I hope. Within this past year, I have also been asked to serve on two editorialboards: the Board of New Dimensions in Science Fiction and the Palgrave series on Transnational Global Science Fiction. I've held three Indigenous Futurisms film festivals in the past year, a Standing Rock Teach-In and hosted Andrea Hairston and Pan Morigan's performative writing workshop and public event on Andrea's recent novel, Will Do Magic for Change.

Recent publications have included a book chapter in The Fiction of Stephen Graham Jones: A Critical Companion from the U of New Mexico P, co-editing the first double-special issue on Indigenous Futurisms in the top-peer reviewed journal Extrapolations, and interview with Stephen Graham Jones in SF Now in Paradoxa, editor of the Non-fiction section of Lightspeed: People of Colour Destroy Science Fiction special issue., a foreword to Love Beyond Body, Space, and Time: an Indigenous LGBTQ Science fiction anthology and numerous book reviews and a reader of numerous articles on the topic of Indigenous Futurisms, usually in film and literature from various journals. Current projects include a written transcript of a talk at U of O in the journal ADA, Issue 12 and co-editing with Cherokee Brian K. Hudson, a collection of book chapters, called Imagining Indigenous Futurisms Together for the U of Wales/U of Chicago series in newer forms of sf.

I am looking forward to future publications by my own students in courses such as Race and Social Justice and Indigenous Futurisms and/or films from students taking Indigenous Cinema. ...and, please, do not forget to bring in your own inaendumoowin, your own imagination willed into being, by writing your own story of Indigenous Futurisms for the upcoming deadline of November 1, Imagining Indigenous Futurisms.

*For more information contact Dr. Grace Dillon at:  
dillong@pdx.edu*

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# RESEARCH

*In the 2016-17 academic year, Dr. Spoon continued his new and sustained applied research on natural disaster recovery in Nepal and the interface of indigenous peoples and mountainous protected areas in the Great Basin and Pacific Northwest. Here are some of the highlights:*



Funded by a National Science Foundation RAPID grant, Dr. Spoon and his indigenous Nepali research team conducted a second research phase in Nepal aiming to understand how social ecological systems in rural mountain areas recover from the devastating impacts of the 2015 Nepal earthquakes. The team re-contacted the 400 participating households in the project one and a half years after the earthquakes to carry out household surveys, in-depth interviews and focus groups as well as map proximity to slope failure (landslides) and local infrastructure. Dr. Spoon authored and co-authored two photo blogs (Life After the Nepal Quakes), a news story, and an article for the PSU research magazine (Drawing Lessons from a Catastrophe) related to the research. Dr. Spoon also continued his project with the Department of Energy, Nevada Field Office and National Nuclear Security Administration to revegetate a low-level nuclear waste storage site on the Nevada National Security Site (formerly the Nevada Test Site). The project blends indigenous knowledge and western science to create innovative restoration solutions.



Dr. Spoon and his graduate student team planned and implemented the sixth annual Gathering For Our Mountains intergenerational pine nut harvest and knowledge exchange event among Nuwuvi (Southern Paiute), Forest Service, Fish and Wildlife Service and National Park Service. The event had nearly 200 participants and volunteers. For the second consecutive year, Dr. Spoon and his team conducted an evaluation of the Gathering, which he plans to replicate each year for a longitudinal study.

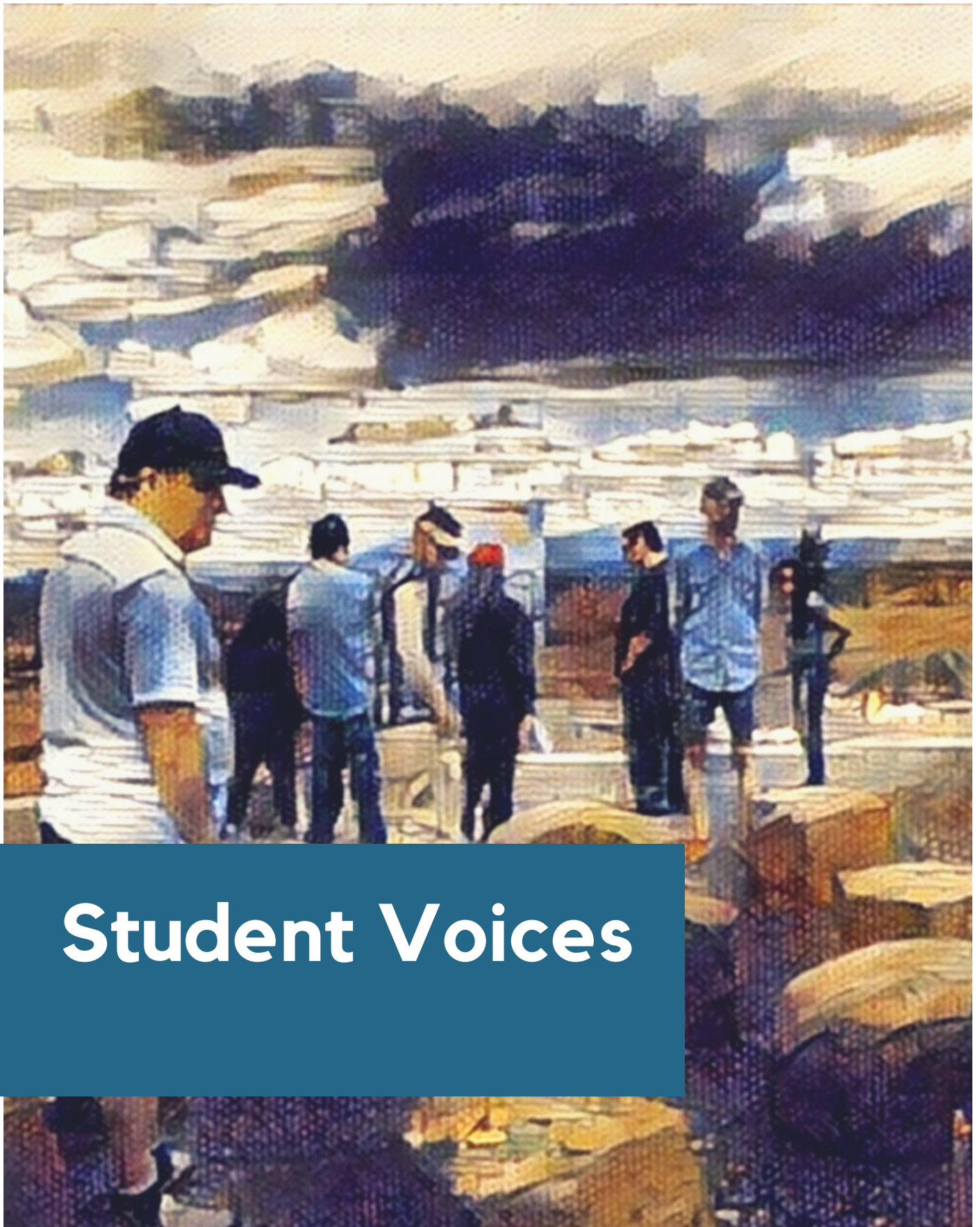
Dr. Spoon and Richard Arnold (Chairperson, Pahrump Paiute Tribe) presented on their nine-year collaboration among Nuwuvi and southern Nevada public land managers at the Bi-State (Nevada and California) Traditional Ecological Summit sponsored by the Nevada Indian Commission in Carson City, Nevada, participated and presented at the Fish and Wildlife Communications, Outreach and Visitors Services Workshop at the National Conservation Training Center in West Virginia, and conducted a national Sacred Sites Webinar for the Forest Service.



Dr. Spoon also participated in the Expert Meeting on Integrating the Spiritual and Cultural Significance of Nature into Protected and Conserved Area Governance and Management on Vilm Island, Germany and co-authored with Richard Arnold an online case study website related to their applied research in the Great Basin, which will contribute to the development of global guidelines (Nuwuvi Ancestral Territory).

At PSU, Dr. Spoon's Environmental Anthropology class co-planned and implemented a community engagement day at the Baltimore Woods in North Portland focused on habitat restoration. Dr. Spoon will be offering an internship related to these projects. Please inquire over email at [jspoon@pdx.edu](mailto:jspoon@pdx.edu) or visit [internship](#) for more information.





# Student Voices

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# A REFLECTION

BY ANAYELI ALVEREZ; STUDENT

I am writing this reflection as a student that has taken several of the Indigenous Nation Studies courses here at PSU. In the Winter of 2014 I transferred to PSU as a second year Mathematics major. Taking math classes after a two year break from such courses proved to be tougher than I had imagined. On top of that, I was feeling homesick as it was my first time being away from my hometown. Since the math course I was enrolled in proved to be harder than what I had anticipated, I made the difficult choice to drop it and enrolling into the NAS 201 course (Intro to Indigenous Nations Studies), that quarter taught by Judy BlueHorse Skelton. I felt immediately relief when I attended the first few classes, and even though it was already the second week (and many professors, do not personally allow students to join past the first week) Judy welcomed me with open arms.

Throughout this course Judy made this sacred and safe space for the individuals enrolled in the course. Initially, I thought I would finish the quarter and continue only with mathematics, but that wasn't the case. I continued taking courses under this department because they continuously,

and without fail, giving me that fulfillment of family that I was missing so much.

More often than not, I was enrolling into the next INST course after the quarter had started, but yet again I was welcomed with open arms and a safe space to be.

One additional thing that I would like to emphasize is that, while taking these courses, it also opened up my eyes to the real world problems that Indigenous people still face today. This doesn't go to say that this is the main focus of these studies, but as a blind person to these issues it was incredibly eye opening. The way in which it is also presented is something to admire was well. In my eyes it was presented in such a manner that doesn't want the pity of outsiders, as is often taught in K-12 education, but wants to make it known that they are still here. They still exist, they are surviving, and fighting day in and day out to be heard. Sadly I was not able to finish the Indigenous Nations Studies minor, as I finished my major degree before getting a chance to finish the minor. However, if I ever do end up coming to PSU again, I will surely finish my minor in Indigenous Nations Studies.



# Wading Through Waters

By: Suzanne Lange; Student

Wading through the waters of Johnson Creek last Saturday, I was struck with the knowing my time at PSU as an undergraduate student is drawing to a close. As the cool waters reached above my waist and my boot sunk into the silt and sandy bottom below, I had to bent my knee and lean forward slightly to make it possible to keep moving downstream. As we kept searching for Lamprey and Steelheads along the creek, the clouds above showered our heads with gentle spring rain. As I took in the beautiful scenery, I felt a sense of profound gratitude for the Indigenous Nations

Tryon Life Community Farm, cultivating their growing EthnoBotanical Program or learning how to harvest and prepare First Nations food, Camas or supporting fellow student and friend, Deborah Maytubee Shipman (Chickasaw Nation of Oklahoma, Wildcat Clan) as she dedicates herself to the organization she founded, Murdered and Missing Indigenous Women (MMIW) USA, I take with me these examples and sense of purpose and conviction to remember to give back to the people and communities who dedicated their time and passions to making this experience truly life changing.

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*" I take with me a these examples and sense of purpose and conviction to remember to give back to the people and communities who dedicated their time and passions to making this experience truly life-changing."*

---

program I have gotten to be a part of at PSU. Over the last two years, I have met extraordinary instructors, students, and members of Native tribes to this region. As my studies progressed and I developed a deeper understanding for the distinct and thriving cultures of the First Nations Peoples, I began to see a theme recurring. There has never been a more relevant or crucial time to be studying traditional knowledge and culture. Whether it be questions of how to create sustainable environmental practices, questions of equity and ethical leadership in our larger society and Institutions, or how to steep a tea from native species of plants and trees for a lingering cough, this program has guided me to analyze and engage with the world around me in unique and creative ways. Through decolonized and engaged pedagogies and an array of community based learning opportunities with longstanding partners, INST is a program like no other. Whether working alongside Indigenous elder, seed saver, farmer, and midwife, D'Ana Valenzuela at

This program thrives in part due to the great number of community connections with local partners and individuals. Faculty like Judy BlueHorse (tribal identity) and Cornel Pewewardy (tribal Identity) are powerful advocates for fostering learning environments where students are encouraged not just to have answers, but rather nurtured to critically evaluate the questions being asked. My classes were not just classes, they are expressions of thriving, vibrant cultures of today that persist despite 500 years of genocide and persecution. I treasure the opportunities I have had to share and grow through this rare educational program. As I move beyond my time as PSU student, I owe a great deal to the faculty, staff, and students of INST program and as I wade into the waters of graduate school and beyond, I will do my best to honor this program. Although I will be graduating this Spring, I plan to continue my internship at Tryon Life Community Farm, as well as continue to be an active member of at the Native Community Center.



# STUDENT SPOTLIGHT:

## CASSIDY HAYES

*selected for the Columbia River Inter-Tribal Fish Commission's Teaching Rising American Indian Leaders (TRAIL) internship.*



CASSIDY IS AN UNDERGRADUATE STUDENT IN THE ENVIRONMENTAL SCIENCE AND MANAGEMENT, AND THE INDIGENOUS NATIONS STUDIES DEPARTMENT AT PORTLAND STATE UNIVERSITY. SHE IS A MEMBER OF THE STANDING ROCK SIOUX TRIBE.

Cassidy will be assisting OSU graduate student, Matt Kaylor, on a research project examining how the addition of salmon carcasses to stream ecosystems may affect fish communities in the upper Grande Ronde River. They will quantify fish growth rates, stable isotope responses and fish diets to determine influences of carcass addition on the fish community. In addition, they will monitor the responses of lower trophic levels including stream algae and aquatic invertebrates. This study will address whether and to what degree juvenile Spring Chinook, Summer Steelhead, and other native fish species respond to carcass subsidies, where in the juvenile Spring Chinook rearing domain these resource subsidies have the greatest effect on juvenile salmonid production, and how climate change, which is anticipated to warm streams and shift species communities

upstream, may affect utilization of salmon subsidies and competition for resources between salmonids and non-target species.

The Wy-Kan-Ush-Mi Wa-Kish-Wit (Spirit of the Salmon) – The Columbia River Anadromous Fish Restoration Plan of the Nez Perce, Umatilla, Warm Springs and Yakama Tribes – provides several recommendations that this study is applicable to including.

Cassidy will gain valuable field experience and learn specific fisheries sampling procedures. She would like to thank the internship mentors: Tana Atchley, Tribal Workforce and Outreach Coordinator, CRITFC; Seth White, Fish Scientist, CRITFC; and Matt Kaylor, graduate student, OSU.



# Upcoming Events

## Third Annual INST Awards Banquet



*Thursday, June 8th, 2017*

*6:00pm-9:00pm*

*Native American Student and Community Center*

*FREE and OPEN to the Public*

Join us for an opportunity to honor and award outstanding students, staff and faculty, and community members for their academic and cultural achievements within Indigenous Nations Studies

*Food generously provided by the Office of Global Diversity and Inclusion*

## Gourd Dance



UNITED INDIANS OF ALL TRIBES FOUNDATION

# GOURD DANCE

MASTER OF CEREMONY: GRANT TIMMENTWA (COLVILLE)  
HEAD SINGER: PAUL BEMORE (OSAGE)  
HEAD GOURD DANCER: CHRIS SEGURA (SAN CARLOS APACHE)  
HOST GOURD DANCE ASSOCIATION: NEZ PERCE WARRIORS GOURD DANCE SOCIETY, LAPWAI, IDAHO  
WATERBOYS: JASON STACONA (WARM SPRINGS) & ERIC PEBEAHSY (COMANCHE-YAKAMA)

**SCHEDULE:**  
11:00 AM - 12:00 PM COMMUNITY POTLUCK  
12:00 PM - 7:00 PM GOURD DANCE (SPECIALS)

**SATURDAY, JUNE 17, 2017  
11:00 AM - 7:00 PM**

**DAYBREAK STAR CULTURAL CENTER**  
5011 BERNIE WHITEBEAR WAY  
SEATTLE, WA 98199

**FREE & OPEN to the Public**

FOR MORE INFORMATION:  
PHONE | (509) 725-9689  
EMAIL | CORNELP@PDX.EDU

*Saturday, June 17th, 2017*

*11:00am-7:00pm*

*DayBreak Star Cultural Center*

*5011 Bernie Whitebear way*

*Seattle Washington*

*FREE and OPEN to the Public*

Join United Indians of All Tribes Foundation and Indigenous Nations Studies (Portland State University) for Gourd Dance!

## Previous Events

### Will Do Magic For Small Change



**WILL DO MAGIC FOR SMALL CHANGE**

A PERFORMANCE READING & MUSICAL ACCOMPANIMENT

Master theatre artist, **Andrea Hairston** reads sections from her new novel, *Will Do Magic For Small Change*, and musical dynamo, **Pan Morigan** will sing songs she has written based on lyrics from the book.

**Andrea Hairston** is a novelist, playwright, the artistic director of Chrysalis Theatre, and the Louise Wolff Kahn 1931 Professor of Theatre and Africana Studies at Smith College. She has created original productions with music, dance, and masks for over thirty-five years. *Will Do Magic For Small Change*, her third speculative novel, was published by Aqueduct Press in May 2016.

**Pan Morigan** is a vocalist, instrumentalist, songwriter, poet, and the music director for Chrysalis Theatre. Her musical adventures have included touring with Bobby McFerrin and his all-improvisational vocal group Voicestra. The melodies are influenced by Pan's research into the banjo and blues, Irish music, and something indefinable—wild, syncretic. Her forthcoming album is *Storm Hands*.

**04 18**  
Tuesday, April 18

PSU Native American Student & Community Center  
7:00PM - 8:30PM

This Event is **FREE and OPEN to the public**  
Refreshments will be served.

 **INDIGENOUS**

This event took place on:

Tuesday, April 18, 2017

7:00pm-8:30pm


Native American Student and Community Center

FREE and OPEN to the Public

Master theatre artist, Andrea Hairston read sections from her new novel, *Will Do Magic For Small Change*, and musical dynamo Pan Morigan sang songs she had written based on lyrics from the book

### Circle Time: Renaming, Reclaiming...



 **INDIGENOUS NATIONS STUDIES PRESENTS:**

**RENAMING, RECLAIMING & REGENERATING INDIGENEITY**

EXAMINING TRIBAL IDENTITY AND CITIZENSHIP IN SCHOOLS, MULTICULTURAL SOCIETY, SPORTS CULTURE AND THROUGH THE LENS OF SOCIAL MEDIA

**TRIBAL IDENTITY** Circle Time examines the complexities associated with the concept of tribal identity (de)construction (American Indian, Native American, First Nations, Indigenous Peoples in North America). All attendees will participate in various dimensions of circle methodologies comparing and contrasting how to decolonize oneself/ourselves within the communities for which we now live.

**CULTURAL MISAPPROPRIATION**

**DECOLONIZATION**

**INDIAN MASCOTS**

**ETHNIC FRAUD**

**DISENROLLMENT**

**BLOOD QUANTUM**

FOR MORE INFORMATION,  
CONTACT CORNEL PEWEWARDY,  
CORNELP@PSU.EDU // 503-725-9689

Wednesday, October 19th  
6-8PM @ NASCC

PORTLAND STATE OF MIND

This event took place on:

Wednesday, October 19, 2017

6:00pm-8:30pm

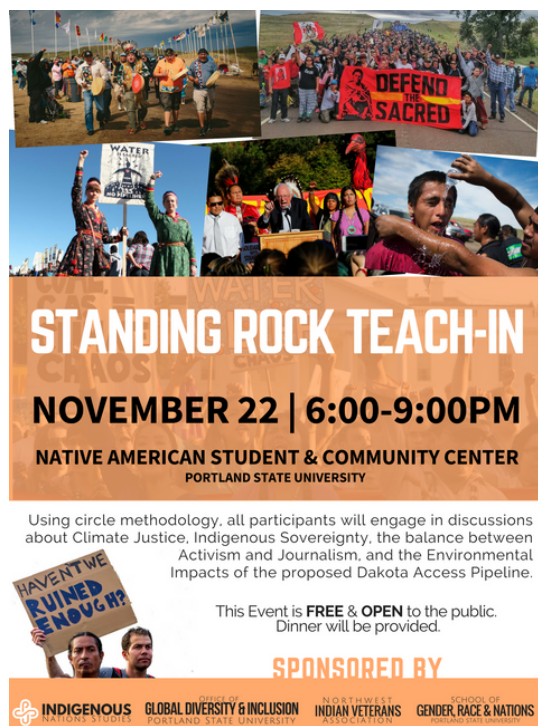
Native American Student and Community Center

FREE and OPEN to the Public

Circle Time examines the complexities associated with the concept of tribal identity (de)construction (American Indian, Native American, First Nations, Indigenous Peoples in North America). All attendees participated in various dimensions of circle methodologies comparing and contrasting how to decolonize oneself/ourselves within the communities for which we now live.



# Standing Rock TEACH-IN



This event took place on:

Tuesday, November 28, 2016

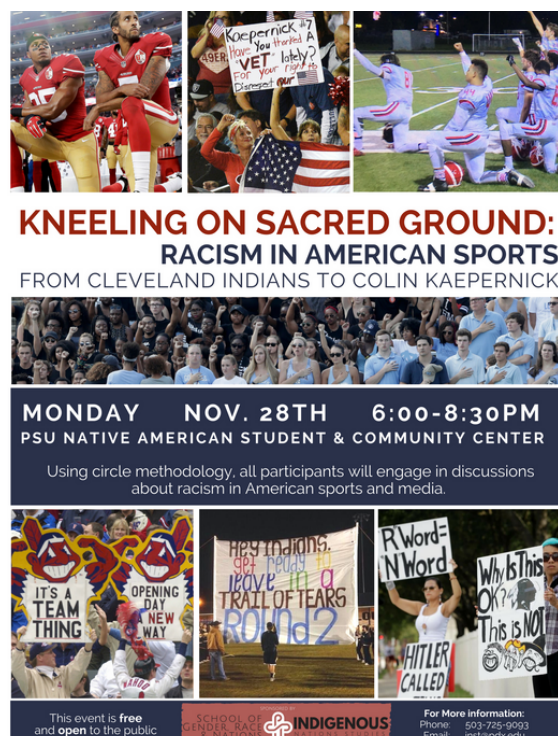
6:00pm-9:00pm

Native American Student and Community Center

FREE and OPEN to the Public

Using circle methodology, all participants engaged in discussions about Climate Justice, Indigenous Sovereignty, the balance between Activism and Journalism, and the Environmental Impacts of the proposed Dakota Access Pipeline

# Kneeling On Sacred Ground



This event took place on:

Monday, November 28, 2016

6:00pm-8:30pm

Native American Student and Community Center

FREE and OPEN to the Public

Racism in American sports, from Cleveland Indians to Colin Kaepernick. Using circle methodology, all participants engaged in discussions about racism in American sports and media.

# HEALING FEATHERS

## HONORING LIFE AND CULTURAL WELLNESS

*Healing Feathers was created in order to bring awareness and prevention tools to American Indian and Alaska Native communities in regards to suicide. Our adults and youth have the highest suicide rates in the United States, two and three times the national rate. Despite these statistics, we believe that we can change these numbers through continuing to honor life and promoting wellness through traditional and cultural means while working with our communities.*

Healing Feathers provides wellness resources available to students on the Portland State University campus and within the Portland American Indian community. We work to promote an exchange of resources in and give tools to our community. Our Student Coordinators are trained in Q.P.R. (Question-Persuade-Refer) and are prepared to refer community members appropriately.

Healing Feathers sponsors and conducts various workshops about healthy relationships, managing stress, suicide prevention, physical health, and other aspects of wellness. We are always exploring new workshop ideas and different people to lead them. If you are interested in leading a workshop or have a suggestion please contact us at: [healingfeathers@pdx.edu](mailto:healingfeathers@pdx.edu)

## Resources

### National Toll-Free Numbers

Native Youth Crisis Hotline:  
1-877-209-1266

National Hopeline Network:  
1-800-SUICIDE (784-2433)

National Suicide Prevention Hotline:  
1-800-273-TALK (8255)

National Suicide Hotline for Gay and Questioning Youth:  
1-866-4-U-TREVOR (1-866-488-7386)

### Multnomah County

Multnomah County Crisis 24-Hour Line:  
503-988-4888

Portland Women's 24-Hour Crisis Line:  
1-888-235-5333

Sexual Assault Resource Center:  
503-640-5311

Child Abuse Response and Evaluation Services (CARES) Northwest:  
503-276-9000





# SUMMER 2017 COURSES

## INTRO TO NATIVE AMERICAN STUDIES, 201 | CRN: 80844 | WEB

This course introduces the principle subject matter and interdisciplinary methods of Native American studies. Topics include: understanding traditional cultures and languages and their significance for contemporary native peoples, the political and legal status of Native Americans in the United States and at the U.N., contemporary native communities and tribal governments, Native American literature, art, music, and dance.

## SENIOR CAPSTONE: MENTORING & EMPOWERMENT AT NAYA

Capstones will learn and practice tutoring and mentoring high school students as part of NAYA's High School Summer Institute, which serves Portland-area students from diverse cultural backgrounds. You will support youth in learning various academic disciplines, and possibly attend field trips and participate in recreational activities

Meets Mondays, 11:30am-2:30pm at PSU for tutor training, and once a week at NAYA ([www.nayapdx.org](http://www.nayapdx.org)) for tutor volunteering. (Volunteer options are generally Tues-Thur, 9am-12 or 11:30am-2:30pm. Contact instructor for scheduling options. Background check required.

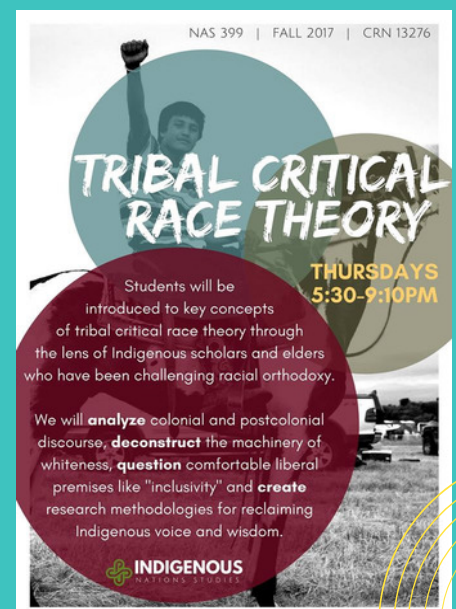
# FALL 2017 COURSES

## INTRO TO NATIVE AMERICAN STUDIES, 201 | CRN: 80844 | NASCC 170

This course introduces the principle subject matter and interdisciplinary methods of Native American studies. Topics include: understanding traditional cultures and languages and their significance for contemporary native peoples, the political and legal status of Native Americans in the United States and at the U.N., contemporary native communities and tribal governments, Native American literature, art, music, and dance.

## SPST: TRIBAL CRITICAL RACE THEORY, 399 CRN: 13276 | NASCC 170

This course examines the impacts of colonization on land management policies and the re-emergence of Indigenous practices with land, medicines, and food systems management. Using all of your senses, you will taste, listen, feel, smell, see and express your relationship to the world around you.



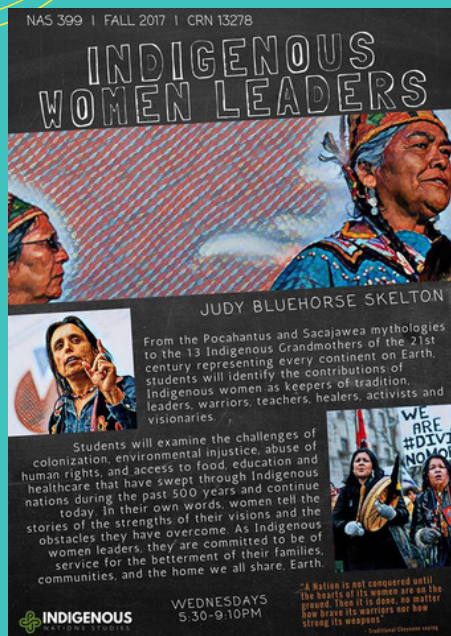
## SEM:INDIGENOUS ECO. HEALING PRACTICES, 407 CRN: 15814 | NASCC 170

This course examines the impacts of colonization on land management policies and the re-emergence of Indigenous practices with land, medicines, and food systems management. Using all of your senses, you will taste, listen, feel, smell, see and express your relationship to the world around you.



## SPST: INDIGENOUS WOMEN LEADERS, 399 CRN: 13278 | NASCC 170

Students will examine the challenges of colonization, environmental injustice, abuse of human rights, and access to food, education and healthcare that have swept through Indigenous nations during the past 500 years and continue today. In their own words, women tell the stories of the strengths of their visions and the obstacles they have overcome. As Indigenous women leaders, they are committed to be of service for the betterment of their families, communities, and the home we all share, Earth.



## DECOLONIZING METHODOLOGIES, 410 CRN: 15133 | NASCC 170

This course introduces the concept of insurgent research which is rooted within existing Indigenous methodologies. The perspective on decolonizing research methods and culturally responsive teaching approaches will be the focus of this course on Indigenous education. Content of the course will provide students the basic analytical tools and methods used for conducting applied research, as well as exploration of the practical, ethical, and political issues involved in conducting research with Indigenous communities.







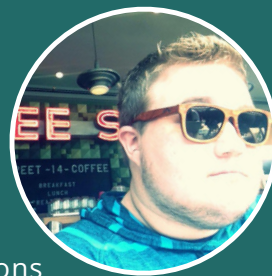
# MEET THE INDIGENOUS NATIONS STUDIES FACULTY & STAFF

## STAFF:

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### Josh Powell

Josh Powell previously served as the Administrative Assistant in Indigenous Nations Studies, and is currently the Office Coordinator for the INST Program. A Senior in his final year, Josh is majoring in Community development with minors in Public Administration and Indigenous Nations Studies.



### Angela Canton



Angela Canton is the Administrative Program Assistant for Indigenous Nations Studies. She has her Masters in Education Policy Foundation and Administrative Studies and a Bachelor of Science in Social Sciences with a certificate in Black Studies

### Suzanne Lange

Suzanne Lange is the Administrative Assistant in Indigenous Nations Studies. A graduating senior, She will receive her Bachelor of Science in Social Sciences and minor in Black Studies and Indigenous Nations Studies.







# DR. CORNEL PEWEWARDY

## (COMANCHE-KIOWA)

Dr. Cornel Pewewardy is Professor and Director of Indigenous Nations Studies at Portland State University. His research explores Native American mascots in schools and media, recruiting/retention of Native students in higher education, Indigenous teaching praxis, Indigenous urban and reservation-based teacher education, tribal colleges/universities, transformational Indigenous schools, Indigenous identity (de)construction, Indigenous community-based participatory research methods, and ethnomusicology (digitizing tribal music). Dr. Pewewardy develops courses that emphasize and explores a pedagogy of resistance that can be applied across disciplines: Insurgent Research (Decolonizing Methodologies), Tribal Critical Race Theory, Indigenous Ways of Knowing, Red Power, Culturally Responsive Teaching Indigenous Students, Power & Knowledge, Self-determination Sustainability, and the Politics of Indigeneity. He is on the Executive Committee for the newly created School of Gender, Race and Nations at PSU.



In his professional career, Professor Pewewardy has received numerous transformational leadership awards in teaching, research and service. This academic year, Dr. Pewewardy received the 2016 John Eliot Allen Outstanding Teacher Award at PSU and 2015 Patricia Whitefoot Education Award with the Potlatch Fund in Seattle, WA. Also in 2015, Pewewardy was the recipient of the Silver Anniversary Award (25 years of service) from the National Association for Multicultural Education as well as selected NAME's 2011 winner of their Multicultural Research Award.

Dr. Pewewardy sings Southern Plains powwow songs, composes songs and plays the Native American flute. His music is recorded on Sound of America Records (SOAR), Music of the World, Shortwave Records, and Smithsonian Institute.



# JUDY BLUEHORSE SKELTON

## (NEZ PERCE/CHEROKEE)



Judy BlueHorse Skelton has worked with federal and state Indian Education programs throughout the Northwest for 18 years, creating cultural activities focusing on traditional and contemporary uses of native plants for food, medicine, ceremony, and healthy lifeways. Judy is author of six collections of essays for teachers, including *Native America: A Sustainable Culture* (1999), and *Lewis & Clark Through Native American Eyes* (2003); she wrote and recorded 24 segments on Health & Healing and Sacred Landscapes for Wisdom of the Elders radio programs, airing on Public Broadcasting and AIROS (American Indian Radio on Satellite). As Senior Instructor, Judy is full-time faculty in Indigenous Nations Studies at Portland State University, teaching Intro to Native American Studies, Environmental Sustainability – Indigenous Practices, Indigenous Gardens & Food Justice, and Indigenous Women Leaders. She received the Oregon Indian Education Association's award for Outstanding Indian Educator in 2006 and serves on the boards of the Urban Greenspaces Institute, Portland Parks, and the Native American Community Advisory Council. Judy received an MA in Educational Leadership and Policy's, Leadership in Ecology, Culture and Learning program at Portland State University. Collaborative work includes the Confederated Tribes of Grand Ronde, the Confederated Tribes of Siletz Indians, the Native American Youth and Family Center (NAYA) and Wisdom of the Elders, Inc., integrating permaculture principles with traditional ecological knowledge to address Food Sovereignty/Justice and reclaim the urban forest.

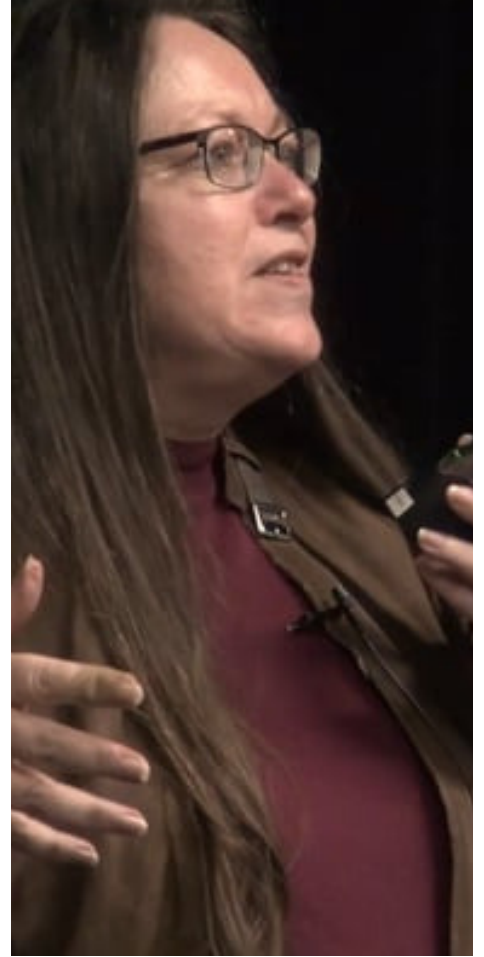


Visit the Indigenous Portland website (<https://indigenousportland.wordpress.com/>) to see student and community projects, partners and resources.

# DR. GRACE L. DILLON (ANISHINAABE)

Dr. Grace Dillon is a Professor in the Indigenous Nations Studies Program at Portland State University in Portland, Oregon, where she teaches undergraduate and graduate courses on a range of interests including Native American and Indigenous studies, science fiction, Indigenous cinema, popular culture, race and social justice, and early modern literature. She is the editor of *Walking the Clouds: An Anthology of Indigenous Science Fiction* (University of Arizona Press, 2012) and *Hive of Dreams: Contemporary Science Fiction from the Pacific Northwest* (Oregon State University Press, 2003).

Her work appears in diverse journals including *The Journal of Science Fiction Film and Television*; *Foundation: The International Review of Science Fiction*; *Extrapolation*; *The Journal of the Fantastic in the Arts*; *The Historical Journal of Film, Radio and Television*; *Science Fiction Studies*; and *Renaissance Papers*



## ADJUNCT FACULTY

**Rochelle Nielsen (Shoshone/Bannock)**

Adjunct Instructor  
Indigenous Nations Studies

**Sara Siestreem (Coos)**

Adjunct Instructor  
Indigenous Nations Studies

**Monty Herron (Grand Ronde)**

Adjunct Instructor  
Indigenous Nations Studies

**Gabe Sheoships (Grand Ronde)**

Adjunct Instructor  
Indigenous Nations Studies

**Ka'ila Farrell-Smith (Kalamath/Modoc)**

Adjunct Instructor  
Indigenous Nations Studies

**Shilo George (Southern Cheyenne/Arapaho)**

Adjunct Instructor  
Indigenous Nations Studies



Thank you for your years of service and dedication to Indigenous scholarship, students, faculty and our program





**We would like to congratulate our  
incredible students who, through self  
sacrifice and determination,  
completed the courses required for  
the Indigenous Nations Studies  
Minor:**

**RACHEL A. BLACK ELK**

**EMMETT ROSE**

**BESSA M. BUCHANAN**

**LAUREL K. SWITZER**

**KATRINA GUNDMAN**

**TAM AN K. TRAN**

**EMMA C. HATHAWAY**

**ADRIANNA GEIER**

**ALISON M. HEALY**

**SAVHNA S. JACKSON**

**NICHOLE M. HERMAN**

**SUZANNE LANGE**

**OLIVIA M. PRYOR**

**MAIYA L. OSIFE**

**CHRISTOPHER REMPEL**

**ANAYELI ALVAREZ**



